DOCUMENT RESUME

ED 439 220 CE 079 534

TITLE	Iowa School-to-Work Employer Participation Ideas. Developing a Workforce.
INSTITUTION	Iowa School-to-Work Office, Des Moines.
PUB DATE	1998-04-22
NOTE	14p.; "Developed in Cooperation with the Iowa Department of Economic Development, Iowa Workforce Development, Iowa Department of Education, South Central Iowa Federation of Labor, AFL-C10, and the Iowa Association of Business and Industry."
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Apprenticeships; Career Education; Career Exploration; Cooperative Education; Cooperative Planning; *Education Work Relationship; Educational Cooperation; Elementary Secondary Education; Employment Practices; Guidelines; Internet; Internship Programs; Job Placement; Labor Force Development; Learning Activities; Part Time Employment; Partnerships in Education; *Program Implementation; *School Business Relationship; Shared Resources and Services; *Statewide Planning; *Vocational Education; *Work Experience Programs; World Wide Web
IDENTIFIERS	*Iowa; Job Shadowing; School Based Enterprises

ABSTRACT

This document, which is intended for Iowa employers and elementary and secondary educators, outlines 11 activities through which employers can participate in school-to-work (STW) programs in Iowa's elementary and secondary schools. The document begins with a definition of work-based learning and a brief overview of information and other resources (including financial resources) available to help employers get involved in STW. Presented next are descriptions of 11 STW activities. Each description contains the following features: activity name and what the activity entails; purpose; tips on conducting the activity; potential business resources needed; time commitment; grade level; economic developer's role; and Iowa Workforce Development role. The activities are as follows: career talks; career days/career fairs; worksite and industry tours; job shadowing; microenterprise activities; school-based enterprises; internships and cooperative education; apprenticeship (registered); part-time jobs; sharing resources; and sharing time. Presented next are guidelines to help employers link STW with their hiring practices at three stages in the STW process (before students are placed at the worksite, while students are at the worksite, and after students' time at the worksite). Concluding the document is a bibliography that lists seven relevant publications and four useful Web addresses. (MN)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 439 220

Developing a Workforce

Iowa School-to-Work

Employer Participation Ideas

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
L. Phelan
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
1

A publication of the Iowa School-to-Work Office
515/242-5613

Developed in cooperation with the Iowa Department of Economic Development, Iowa Workforce Development, Iowa Department of Education, South Central Iowa Federation of Labor, AFL-CIO, and the Iowa Association of Business and Industry.

CE059534

BEST COPY AVAILABLE

4/22/98

School-to-Work

"To prepare individuals to be successful in a changing workplace."

Definition: Work-Based Learning

Work-based learning is the planned and supervised connection of classroom experiences with the expectations and realities of work. Work-based learning experiences provide all students the opportunity to develop and apply knowledge, skills and employability attitudes and behaviors to lead to better informed career choices and productive employment.

Developing a Workforce

Employers and employees working directly with Iowa's students and teachers

==========

Many excellent career opportunities exist in Iowa. Business and industry are working diligently with local schools to raise the awareness level of the available jobs and to help prepare the future workforce for the rigors of the business world.

Listed in this manual are activities that proactive businesses (large and small) can utilize to help expose students to career opportunities in Iowa, as well as to help recruit and train the future workforce.

Contact your local school district, Chamber of Commerce/economic development office, workforce development center, or labor council to get involved or to expand your current efforts!!!

The Iowa School-to-Work Office (in partnership with the Iowa Department of Economic Development, Iowa Workforce Development, Iowa Department of Education, South Central Iowa Federation of Labor, AFL-CIO, and the Iowa Association of Business and Industry) has also produced a manual that addresses safety, child labor laws, and risk management issues. This is a valuable resource for those providing a work-based learning environment for students. Refer to the resource list in the back of this publication for ordering information.

***Note: The local economic development/chamber office and workforce development center can assist business and industry with school-to-work activities. Activities may include maintaining and/or accessing a database for schools to use which includes mentoring, shadowing, internship, and other opportunities within business and industry for students and teachers (see the list of ideas contained in this manual). The economic development office and workforce center may also be able to "broker" activities between the schools and business/industry; thus alleviating multiple direct requests to business and industry. Resources and services may vary by Workforce Center region.**

Economic development offices can apply for financial resources through the Department of Economic Development (such as funding for micro-enterprise activities and staffing at an economic development office to address future workforce issues) that schools typically cannot access. Iowa Workforce Development also has resources and technical assistance available to assist with school-to-work activities.

Businesses should work with schools to identify <u>what students are to learn</u> and <u>assess what has been learned</u> for all of the activities listed in this guide.

The business and school must also ensure that the student is placed in a safe environment. Refer to the safety checklist in the STW Risk Management Guide for information.

IDEAS FOR EMPLOYERS TO "Develop a Workforce"

Employer Activity:	**<u>Career Talks</u>**
	Employers and employees visit students and teachers in the classroom and explain the work of their industry or company.
Purpose:	Career Awareness.
Tips:	Suggest age-appropriate interactive activities and use of audio/visual materials. If possible, provide sample products and demonstrate or showcase a piece of equipment used in the business operation. Provide food if appropriate (coordinate with the teacher).
Potential Business Resources Needed:	Time, employee resources.
Time Commitment:	Presentations geared to the grade level and attention span of the individuals.
Grade Level:	K-16.
Economic Developer's Role:	Identification of potential speakers. Potential clearinghouse for requests and coordination of presentations.
Iowa Workforce Development Role:	Career exploration resources such as "Choices" available at many Workforce Development Centers and schools.

Employer Activity:	**Career Days/Career Fairs**
	Special events are held to allow students, parents, counselors, curriculum directors, administrators, and teachers to meet with employers, employees, and human resource professionals to learn about career opportunities in the area/region.
Purpose:	Career Awareness. Expose the students, faculty, and parents to career opportunities in the area. Generate a labor pool for summer and after school employment (10-12).
Tips:	Group the sessions by various career pathways tied to opportunities within the region (presented and facilitated by area employers. A 20-minute interactive type of presentation works best. Planners can also offer general sessions on preparing for first jobs, important job skills, and general career opportunities in the area. Combining job fair activities and worksite tours on the same day also works well. Include evaluations by students, employers, teachers, counselors, etc. Include community college staff in the planning and presentation. As appropriate, schedule the fair in the spring to generate a resume base to fill summer hiring needs (10-12).
Potential Business Resources Needed:	Time, employee resources, printed materials about a career/business that the attendees can take with them.
Time Commitment:	One-half to full day (actual implementation).
Grade Level:	Varies, usually held for grades 7-12.
Economic Developer's Role:	Coordination of business involvement, speaker identification, information regarding local economic development initiatives.
Iowa Workforce Development Role:	Workforce Development Centers offer occupational and wage information so students can make informed decisions. Information on specific occupational data by region can also be obtained. Other services may include assistance with job interviewing tools and resume writing resources.

Employer Activity:	**Worksite and Industry Tours**
	Students, teachers, counselors and curriculum directors visit the worksite, talk with employers and employees and observe the workplace activities.
Purpose:	Career Awareness. Expose participants to the worksite environment and operations.
Tips:	Keep the tour groups small enough so the students can hear (in a noisy environment) and get a chance to interact with the employees and employers. Prepare the group before the tour begins (provide information on products and services, preview of what they will see, the job classifications and skill sets needed, career growth opportunities, etc.). Internship or job shadowing candidates may be identified during the follow-up.
Potential Business Resources Needed:	Staff time, employee resources, and necessary safety equipment for the students.
Time Commitment:	Tours typically take 45 – 60 minutes for the elementary and secondary grades. In-depth tours may be provided for the upper grades as appropriate.
Grade Level:	K-16.
Economic Developer's Role:	Coordination of event and follow-up.
Iowa Workforce Development Role:	Contact the local Workforce Development Center for available resources.

Employer Activity:	**Job Shadowing**
	A student (or educator) shadows an employee or business owner at a company location to learn about a particular occupation or industry. Job shadowing can help students explore a range of career objectives and select a career major for the latter part of high school. Teachers gather information that can be incorporated into their curriculum. Job shadowing plans vary greatly and should be customized to the industry and student needs.
Purpose:	Career Exploration. To expose participants to the career and actual worksite. A benefit to the employer is the identification of future internship candidates.
Potential Business Resources Needed:	Time, employee resources.

Grade Level:	6-12.
Tips:	Employers can make job shadowing more meaningful for the student by first learning the activities the participant is working on in school.
Time Commitment:	Varies – a cursory job shadow may last 1-2 hours; an indepth shadow may last a period of weeks and involve rotations through every department of a company or industry.
Economic Developer's Role:	Job shadowing matching. Coordination of follow-up surveys to employers.
Iowa Workforce Development Role:	A database model called "Making Connections" will soon be available to identify job shadowing, internships, and career exploration activities. Obtain more information by contacting Jeff Nall at 515/281-9013.

Employer Activity:	**Participation in Micro-Enterprise Activities**
	Employers work with instructors to assist students in starting market driven micro-enterprises. Assistance may be provided in the areas of technical expertise, equipment, facilities, and financial resources.
Purpose:	Career Exploration.
Tips:	Encourage students to explore enterprises that complement (not compete with) existing services and product lines in the community; or to seize opportunities that exist in the marketplace. If working in partnership with a class on a business enterprise (such as starting a company store) structure the agreement to allow for an equitable allocation of profits to the employer and school. The business community can also offer business planning assistance for start-up activities.
Potential Business Resources Needed:	Staff expertise, loan of equipment and fixtures, possible financial resources, possible facility space.
Time Commitment:	Varies.
Grade Level:	K-14.
Economic Developer's Role:	To help identify opportunities (businesses that are not in direct competition with the existing business base in the community); provide start-up technical assistance.

Iowa Workforce Development Role:	Provide occupational and wage information to help students make sound decisions when developing new or expanding businesses.

Employer Activity:	**Participation in School-Based Enterprises**
	Employers work with the schools to assist students to start micro-enterprises within the school. Employers provide consultation with the school on an on-going, as-needed basis.
Purpose:	Career Exploration.
Tips:	Consultative services could include financing, pricing, distribution and marketing. Businesses can also share professional publications and TQM practices. Employers would not be expected to contribute financially.
Potential Business Resources Needed:	Staff time and expertise, technical publications.
Time Commitment:	Varies by project.
Grade Level:	K-14.
Economic Developer's Role:	To provide start-up technical assistance.
Iowa Workforce Development Role:	Information regarding workplace safety, worker's compensation, unemployment insurance and other relevant topics.

Employer Activity:	**Internships and Cooperative Education**
	Students or teachers work for an employer for a specified period of time to learn about a particular industry or occupation. Students' workplace activities may include special projects, a sample of tasks from different jobs, or tasks from a single occupation. These may or may not include financial compensation. A major component of the cooperative method of instruction is that there is a written cooperative arrangement between the school and the employer. It is the responsibility of the teacher-coordinator to develop training plans for all students who are involved in the worksite learning component of the program. It is important that the training plan identifies the learning outcomes which are expected of the student.
Purpose:	Career Preparation.

Tips:	Make sure that the student and teacher understand the company culture before exposing the intern to the workplace. Blocks of time at the workplace (a minimum of 3 hours) are desirable. Allow the intern the opportunity to experience a sense of the entire operation (vs. being involved in just one step in a process) in order to understand the steps that go into creating a product and/or service; how their own effort affects the quality and efficiency of production and customer service; and how each part of the organization contributes to productivity. Take care to match the intern with the appropriate training sponsor (consider factors such as communication skills, and appreciation and understanding of STW concepts). The training sponsor instructs the student, critiques the performance of the student, challenges the student to perform well, and works in consultation with the school.
Potential Business Resources:	Staff expertise and supervision, possible work space and equipment as appropriate, possible financial resources.
Time Commitment:	Minimum of one semester, 5-10 hours per week or a summer session full-time for four to six weeks. Cooperative experiences vary according to credit requirements and the local policy of the educational institution.
Economic Developer's Role:	Contact your local economic development office for available resources.
Iowa Workforce Development Role:	Contact your local Workforce Development Center for available resources.
Grade Level:	Grades 10-12 (portion of the school day); Grades 13-16 could be up to full-time for a semester.

Employer Activity:	**Apprenticeship (Registered)**
	Registered apprenticeship programs meet specific federally-approved standards designed to safeguard the welfare of apprentices. The programs are registered with the Bureau of Apprenticeship and Training (BAT), U.S. Department of Labor or Councils approved by BAT. Apprenticeships are relationships between an employer and employee during which the worker, or apprentice, learns an occupation in a structured program sponsored jointly by employers and labor unions or operated by employers and employee associations.

Purpose:	Career Preparation, Skill Development.
Tips:	Unions and employers need to support and be a part of the initiative (if applicable). Parents also need to be strong supporters as appropriate.
Potential Business Resources Needed:	Time, facility/office space for student(s), financial resources, employee resources.
Time Commitment:	Defined by program.
Grade Level:	13-16.
Economic Developer's Role:	N/A
Iowa Workforce Development Role:	N/A

Employer Activity:	**Part-Time Jobs**
	Many students have a part-time job which is not a part of a school program. However, these part-time jobs can be turned into valuable learning experiences.
Purpose:	Career Preparation, Skill Development.
Tips:	Employers can look at ways to make the part-time work more of a learning experience. Students will be better workers if they understand "why" they are doing a task and the importance of the task to the entire enterprise.
Potential Business Resources Needed:	Staff time to coordinate with the school and to supervise and mentor the part-time employee.
Time Commitment:	Defined by job.
Grade Level:	13-16.
Economic Developer's Role:	Contact your local economic development/chamber office.
Iowa Workforce Development Role:	Contact your local Workforce Development Center.

Employer Activity:	**Sharing Resources**
	Employers can find valuable ways to share existing resources with their local schools, teachers, and students. Ideas include: • Sharing copies of your industry skill standards and current industry practices to educators for use in their program planning. • Inviting educators to participate in "in-house" training. • Providing technology access to students and teachers.

- Providing funds to schools to help pay for substitute teachers to enable classroom teachers to visit and shadow at local businesses.
- Partnering with educators to provide realistic case problems.
- Providing professional/trade publications to the schools after your office is finished with them.
- Providing opportunities for teachers and/or students to attend private sector professional conferences.
- Inviting educators to participate in business roundtable discussions hosted by economic development and Chamber organizations.

Purpose:	To provide resources to teachers and students that they may not otherwise have access to.
Grade level:	K-16; teachers.
Tips:	Work with your local community's school district to see how your resources can be best utilized. The above is only a suggested list.
Potential Business Resources:	Could include sharing training resources, equipment, materials, and financial assistance.
Economic Developers Role:	Communication link.
Iowa Workforce Development Role:	Contact your local Workforce Development Center for services.

Employer Activity:	**Sharing Time**
	Employers can make a commitment to share time with students and teachers in various ways. Examples include: - conducting mock interviews with students to prepare them for future job interviews - E-mail communications with students
Purpose:	To share valuable information about careers and skills with students and better prepare them for the future.
Tips:	Work with your local community's school district to see how your time can be best utilized. The above are only suggestions.
Resources Needed:	Staff time.
Time Commitment:	Defined by job.
Grade Level:	7-16.

Economic Developer's Role	Contact your local economic development office.
Iowa Workforce Development Role:	Contact your local Workforce Development Center.

Employers Linking STW with Hiring Practices

Before a student is placed at the worksite:

1. Use local education and training institutions and organizations as suppliers for current workforce.
2. Skill assessment tools such as "Work Keys" are being used by many employers, as well as in many Iowa schools. Determining skills needed for a specific job and then possessed by a potential employee can help increase an employer's rate of success with job matching. Contact your local Workforce Development Center for information about Work Keys.
3. When screening and recruiting employees, consider work-based experiences as the work experience requirement for employment. (e.g., provision of transcripts, portfolios, certificates of mastery, industry skill standards certificates, etc.).
4. Prepare employees to supervise students in defined work-based learning opportunities.
5. Match goals and objectives of both the student and the worksite.
6. Make sure that the worksite is safe for the student (evaluate using labor standards and checklist contained in the Risk Management Guide).

During the student's time at the worksite:

1. Ensure that the goals and objectives of the experience are continually met.
2. Keep the lines of communication open between the student and all supervisors.
3. Continually evaluate for experience appropriateness with corresponding grade level.
4. Provide a continual evaluation process.

After the student's time at the worksite:

1. Provide student with a certificate of completion or documentation of activities.
2. Develop an internal tracking system to follow graduates hired, retained, and promoted and share that information with your schools.

Additional Resources

Materials - (all materials listed are available at no cost in limited quantities).

STW Risk Management Guide (Includes Senate File 361)
Iowa School to Work Office – 515/242-5613

Shining Stars – Work Force Case Studies
Iowa Department of Economic Development 515/242-4830

STW – CD ROM (general overview of School-to-Work)
Iowa School to Work Office – 515/242-5613

Creating a Union-Based School-to-Work Mentoring Program
South Central Iowa Federation of Labor, AFL-CIO
Perry Chapin 515/265-1862

Demystifying Organized Labor
South Central Iowa Federation of Labor, AFL-CIO
Jan Smith 515/266-1042

Iowa's Under-Utilized Workforce – Employment Strategies, Cultural Awareness
TARGET Alliance - 515/281-9322

Innovations of Diversity – A Resource Guide to Enhance Company Workforce Diversity Programs – TARGET Alliance - 515/281-9322

Website Addresses:

Iowa Workforce Development: www.state.ia.us/iwd
- Information on labor force trends, workplace issues, job listings and more.
- Making Connections – IWD (in development)

Iowa Association of Business and Industry - www.iowaabi.org
Effective Practices

Technical Assistance Center (TAC) - www.stw-tac.k12.ia.us

Iowa Department of Economic Development – www.state.ia.us/ided